# O P EARLE ELEMENTARY 100 Redland Rd. Landrum, SC 29356 K-6 Elementary School GRADES 539 Students ENROLLMENT Nita H. High 864-457-3416 PRINCIPAL SUPERINTENDENT James A. Littlefield 864-472-2846 C. Hugh Burnett 864-472-2846 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: G00D Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 22 45 3 0 IMPROVEMENT RATING: GOOD The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. ADEQUATE YEARLY PROGRESS: This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

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YES

P Earle Elementary

#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

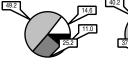
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.7%

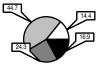
#### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

**Our School** 

### **Elementary Schools with Students like Ours**









Mathematics

**English/Language Arts** 

Mathematics

English/Language Arts

# **Definition of Critical Terms**

Advanced Very high

Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP										
	Enrollment 1st	/	/ %	/	/ °`	/	% Proficient and Advanced	Performance Objective	Participation Objective M	
	h/Langua	~					57.0		. V	
All Students	310	100.0	15.6	40.2	37.2	7.0	57.8	Yes	Yes	
Gender	474	100.0	00.4	40.4	27.4	2.4	47.9			
Male	171 139	100.0	20.4	40.1 40.3	37.1		70.1			
Female	139	100.0	9.7	40.3	37.3	12.7	70.1			
Racial/Ethnic Group White	271	100.0	13.7	39.5	38.8	8.0	59.7	Yes	Yes	
African-American	30	100.0	31.0	44.8	24.1	0.0	41.4	I/S	I/S	
Asian/Pacific Islanders	1	I/S	1/S	1/S	1/S	1/S	1/S	1/S	1/S	
Hispanic	6	1/S	1/S	1/S	1/S	1/S	1/S	1/S	1/S	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1/S	1/S	
Disability Status	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	1/3	1/3	
Not disabled	236	100.0	9.6	37.3	43.9	9.2	66.7			
Disabled	74	100.0	34.2	49.3	16.4	0.0	30.1	Yes	Yes	
Migrant Status	14	100.0	04.2	+0.0	10.4	0.0	00.1	103	103	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Non-migrant	310	100.0	15.6	40.2	37.2	7.0	57.8			
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	
Non-Limited English Proficient	308	100.0	15.1	40.5	37.5	7.0	58.2			
Socio-Economic Status										
Subsidized meals	142	100.0	26.5	43.4	29.4	0.7	43.4	Yes	Yes	
Full-pay meals	168	100.0	6.7	37.6	43.6	12.1	69.7			

Mathematics - State Performance Objective = 15.5%									
All Students	310	100.0	14.6	49.2	25.2	11.0	54.5	Yes	Yes
Gender									
Male	171	100.0	16.8	52.1	21.6	9.6	50.9		
Female	139	100.0	11.9	45.5	29.9	12.7	59.0		
Racial/Ethnic Group									
White	271	100.0	12.2	49.8	26.6	11.4	56.3	Yes	Yes
African-American	30	100.0	37.9	41.4	20.7	0.0	34.5	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	236	100.0	10.1	46.9	29.4	13.6	61.8		
Disabled	74	100.0	28.8	56.2	12.3	2.7	31.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	310	100.0	14.6	49.2	25.2	11.0	54.5		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	100.0	14.4	49.2	25.4	11.0	54.5		
Socio-Economic Status									
Subsidized meals	142	100.0	25.0	50.0	19.9	5.1	39.7	Yes	Yes
Full-pay meals	168	100.0	6.1	48.5	29.7	15.8	66.7		

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

ACT PERFO		- DV G	ADE LE	V=1				
CHERT	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	/
		Englis	sh/Langua					
Grade 3	77	100.0	20.5	39.7	37.0	2.7	39.7	
Grade 4	69	100.0	13.8	46.2	35.4	4.6	40.0	
Grade 5	71	100.0	23.1	52.3	21.5	3.1	24.6	
Grade 6	84	100.0	31.6	35.4	30.4	2.5	32.9	
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 3	88	100.0	15.1	30.2	40.7	14.0	54.7	
Grade 4	74	100.0	17.6	40.5	36.5	5.4	41.9	
Grade 5	75	100.0	14.7	52.0	30.7	2.7	33.3	
Grade 6	73	100.0	13.7	41.1	39.7	5.5	45.2	
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
			Mathemat					
Grade 3	77	100.0	16.4	57.5	20.5	5.5	26.0	
Grade 4	69	100.0	12.3	50.8	24.6	12.3	36.9	
Grade 5	71	100.0	18.5	36.9	23.1	21.5	44.6	
Grade 6	84	100.0	7.6	32.9	30.4	29.1	59.5	
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 3	88	100.0	14.0	48.8	27.9	9.3	37.2	
Grade 4	74	100.0	8.1	48.6	29.7	13.5	43.2	
Grade 5	75	100.0	24.0	52.0	17.3	6.7	24.0	
Grade 6	73	100.0	13.7	45.2	26.0	15.1	41.1	
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 539)			Eino Garo	
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.9%	N/A	2.5%	2.7%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	99.2% 2.6%	Up from 89.3%	96.5% 3.4%	96.4% 4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		3.1%	3.5%
Eligible for gifted and talented	23.2%	Down from 25.3%	21.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Up from 12.1%	7.8%	8.2%
Older than usual for grade	0.4%	Down from 0.7%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Down from 55.3%	54.6%	51.4%
Continuing contract teachers	89.2%	Down from 89.5%	90.1%	87.5%
Highly qualified teachers**	96.3%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 87.0%	88.6%	86.7%
Teacher attendance rate	95.2%	Up from 95.1%	95.2%	94.9%
Average teacher salary Prof. development days/teacher	\$40,924 11.4 days	Down 2.3% Down from 12.0 days	\$42,026 s 11.2 days	\$40,760 12.4 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	93.5%	Up from 83.6%	90.6%	90.0%
Dollars spent per pupil*	\$6,779	Up 0.7%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	57.8%	Down from 61.2%	66.6%	65.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences SACS accreditation	99.0% Yes	Down from 99.5% No change	99.0% Yes	99.0% Yes
	Excellent	N/A	Excellent	Good
Character development program  * Prior year audited financial data are reported.	Excellent	Our District		State
Highly qualified togehere in law second	, aahaala**			
Highly qualified teachers in low poverty		86.8%		2.0%
Highly qualified teachers in high povert	y schoois**	N/A		1.1%
Highly qualified togethers in this set of	**	State Objectiv		te Objective
Highly qualified teachers in this school		65.0%		Yes
Student attendance in this school		95.3%		Yes
**NOTE: The verification process was not complete	d for the year rep	ported; therefore the count of h	ighty qualified teachers	s may not be accur

<sup>\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents:

During the 2003-04, O.P. Earle students performed well academically, participated in services to the community, and demonstrated their interest and ability in art activities. Also this year, our school received numerous grants from a variety of local and national foundations that allowed teachers to implement new and innovative programs serving all students. Students and staff participated in a number of community service projects and charitable fundraising causes. One student was selected as a recipient of the Governor's Citizenship Award. Our fourth graders participated in "Growing with Grandfriends," serving residents of a local nursing home.

We continued to offer a number of successful co-curricular programs for our students including a homework center, ASA Club and an after-school day care program. Additionally, in conjunction with Spartanburg County Parks and Recreation, we were able to offer afternoon violin, ballet, and piano lessons and provide afternoon tutoring in math and reading. The school's traveling Circus Troupe performed throughout the year and all students had the opportunity to participate in the Foothills Running Club. Our music program included an Honors Chorus, students gifted in art participated in Studio art classes, and students gifted in writing were inducted into the Writer's Guild. Student artwork was displayed throughout the school and in the community. Our school held a "Spring Sampler of the Arts" that highlighted students' visual artwork, musical talent, and writing ability.

We had overwhelming parent participation in our annual Family Breakfast, Thanksgiving Dinner, Grandparents' Day, and School Picnic. Our school's PTO has been an active group, raising thousands of dollars to support student activities and instruction. Our school boasts more than 200 adult volunteers.

Teachers participated in a variety of staff development opportunities, including the SC Reading Initiative and Vertical Teaming. Additionally, a number of teachers continued to work toward advanced degrees. Teachers received grants and were presenters at local and state professional conferences.

The O.P. Earle faculty is committed to offering the best educational opportunities, a safe learning environment, and a warm, family atmosphere for our students.

Nita H. High, Principal Michael Stubbs, SIC Chairman O.P. Earle Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND FARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	36	64	51				
Percent satisfied with learning environment	100.0%	88.9%	92.0%				
Percent satisfied with social and physical environment	100.0%	90.6%	89.8%				
Percent satisfied with home-school relations	100.0%	93.8%	69.4%				
*Only students at the highest elementary school grade level at this school and their parents were included.							